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ABSTRACT

Plan A is the Texas plan for comprehensive special education of exceptional students from age three through twenty-one. It provides for a number of specialized positions that fit well into the guidance category. This paper describes the organizational plan by which one school district integrated certain Plan A positions into the elementary school guidance team. Differentiation and coordination of staff are presented in detailed job descriptions. (All job descriptions are based on a document issued by the Legislative Committee of the Texas Personnel and Guidance Association, entitled "Job Description of the Texas School Counselor.") In addition, there is a script for a four-part slide presentation on the elementary guidance team. The positions described are coordinator, supervisors, counselors, educational diagnosticians, and teachers of the emotionally disturbed, with emphasis on the last three. Their jobs are described in terms of five work contexts: pupil contact, parent contact, professional contact, paperwork, and other responsibilities. Positions are differentiated by the propotion of time spent in each context and by the specific activities performed in carrying out the duties listed in the original job description. (Author)

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ED136135

Ann Washington

Using Plan A to Enrich the Guidance Program

Plan A is the Texas plan for comprehensive special education of exceptional students from age three through twenty-one. It provides for a number of specialized positions that fit well into the guidance category. This paper describes the organizational plan by which one school district integrated certain Plan A positions into the elementary school guidance team. Differentiation and coordination of staff are presented in detailed job descriptions. (All job descriptions are based on a document issued by the Legislative Committee of the Texas Personnel and Guidance Association, entitled "Job Description of the Texas School Counselor.") In addition, there is a script for a four-part slide presentation on the elementary guidance team.

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Texas Personnel and Guidance Association
1975 Convention
Brownsville, Texas
October 8-11, 1975

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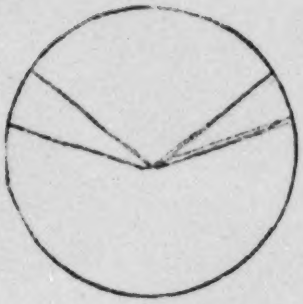
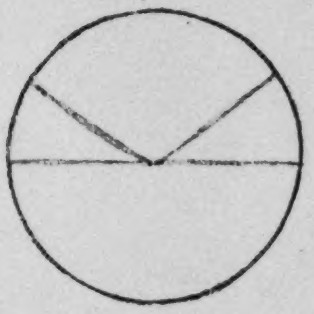
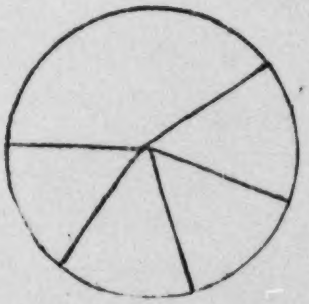
Elementary Guidance Services



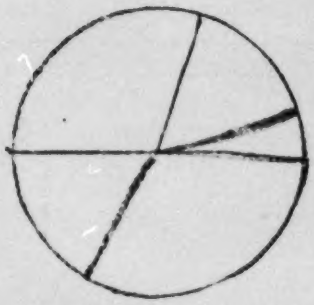
Coordinator



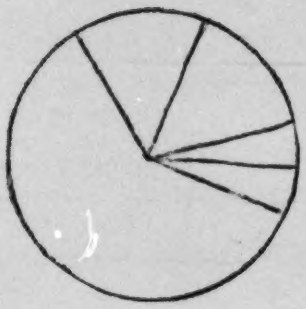
Supervisors



Counselors



Diagnosticians



ED Teachers

Elementary Guidance Services

1. Personnel

   1.1 Coordinator of Elementary Guidance and Appraisal
   1.2 Plan A Supervisors
   1.3 Counselors
   1.4 Educational Diagnosticians
   1.5 Teachers of Emotionally Disturbed Children

2. Types of Activities

   1.1 Pupil contact
   1.2 Professional contact
   1.3 Parent and community contact
   1.4 Paper work
   1.5 Other

3. Work Performed

   3.1 Receive general instructions from the school superintendent and designated administrators regarding over-all operations of guidance functions pursuant to the job description and as established by the Texas Education Agency.

   3.2 Assist in planning and developing the school's educational, guidance and counseling program in relations to the needs of the students being served.

   3.3 Provide a program of educational, career, and vocational services.

   3.4 Provide personal and developmental counseling services through individual and group conferences.

   3.5 Coordinate the use of services available beyond those the school guidance progam can provide.

   3.6 Serve as consultant in the area of guidance and counseling to members of the school staff, parents, and personnel of cooperating agencies.

   3.7 Participate in research programs related to the student's needs and in evaluating how well the school's educational, guidance and counseling services are meeting the needs.

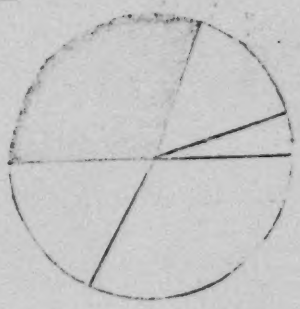
   3.8 Carry out a program of public relations.

Elementary Guidance Objectives

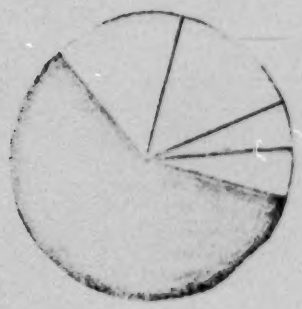
Pupil Contact Responsibilities

Time allotment:

Counselor 40%



Diagnosticians 30%

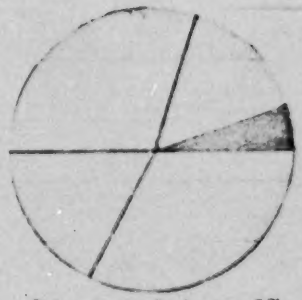


ED Teachers 60%

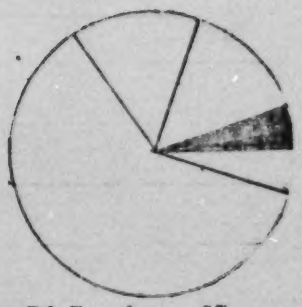
	Task	Who does it? Counselor	Diagnostician	ED Teacher
2.1	Coordinate the accumulation and use of meaningful information about individuals and the student body.	X	X	
2.3	Assist in identifying students with special abilities and needs.	X	X	
4.1	Help student in understanding self and others in relation to the social and psychological world in which he or she lives and in accepting oneself as he or she is.	X		X
4.2	Aid student in understanding social and cultural groups and in developing behaviors that will enable him or her to function constructively in different situations and to gain personal satisfaction from his or her experiences.	X		X
4.3	Help student to become aware of his or her potential and interests and to develop these to the fullest.	X	X	X
6.1	Share appropriate pupil data with due regard for the student's desire for confidentiality; interpret data and provide information in regard to its limitations and proper use.	X	X	

Parent Contact Responsibilities
Time Allotment:

Counselors 15%



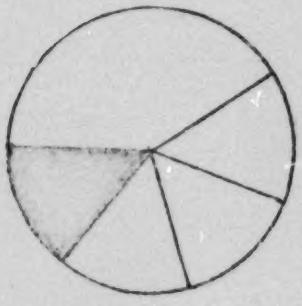
Diagnosticians 5%



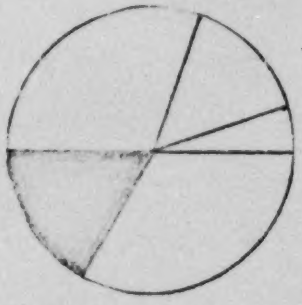
Ed Teachers 5%

Task	Who does it?		
	Counselor	Diagnostician	ED Teacher
2.1 Coordinate the accumulation and use of meaningful information about individual students and the student body.	X	X	
4.5 Provide parents with information about their children with due regard for the child's desire for confidentiality.	X	X	
4.6 Hold conferences to assist parents in understanding their children and in obtaining realistic perceptions of their children's potentials.	X	X	
4.7 Provide parents with information about educational and occupational opportunities and requirements, counseling programs, and related guidance and counseling services available to them and their children.	X		
6.1 Share appropriate pupil data with due regard for the student's desire for confidentiality; interpret data and provide information in regard to its limitations and proper use.	X	X	
6.2 Share information regarding the growth and development of students.	X	X	X
8.3 Encourage community participation and involvement in school programs.	X		

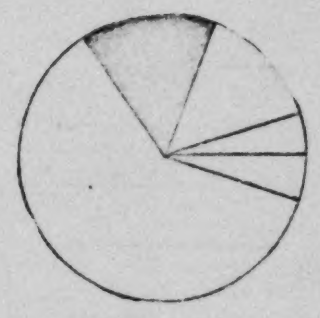
Professional Contact Responsibilities
Time Allotment:



Counselor 15%



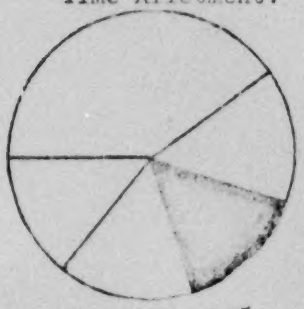
Diagnosticians 17%



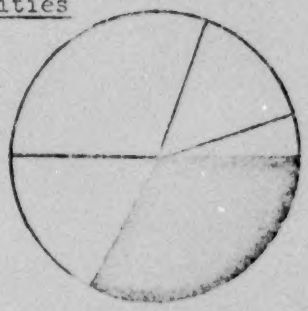
ED Teachers 15%

	Task	Who does it?		
		Counselor	Diagnostician	ED Teacher
2.1	Coordinate the accumulation and use of meaningful information about individual students and the student body.	X	X	
2.3	Assist in identifying students with special abilities and needs.	X	X	
3.31	Plan with teachers and administrators for meeting instructional needs of students at all levels of ability.		X	
5.2	Maintain liaison and cooperative working relationships with other pupil personnel specialists and with agencies in the community offering specialized services.	X		
6.1	Share appropriate pupil data with due regard for the student's desire for confidentiality; interpret data and provide information in regard to its limitations and proper use.	X	X	
6.2	Share information regarding the growth and development of students.	X	X	X
6.3	Consult with co-workers in identifying and working with students with special needs and problems.	X	X	X
6.5	Consult with personnel of other community agencies engaged in related problems.	X		

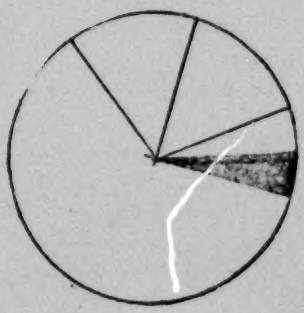
Paper Work Responsibilities
Time Allotment:



Counselor 15%



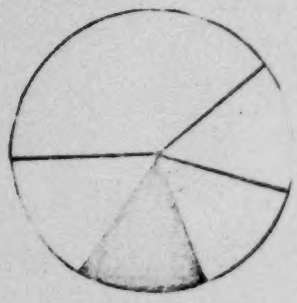
Diagnosticians 33%



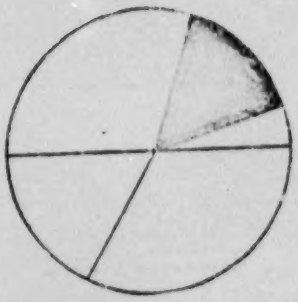
ED Teachers 5%

	Task	Who does it?		
		Counselor	Diagnostician	ED Teacher
2.1	Coordinate the accumulation and use of meaningful information about individual students and the student body.	X	X	
6.1	Share appropriate pupil data with due regard for the student's desire for confidentiality; interpret data and provide information in regard to its limitations and proper use.	X	X	
6.2	Share information regarding the growth and development of students.	X	X	X

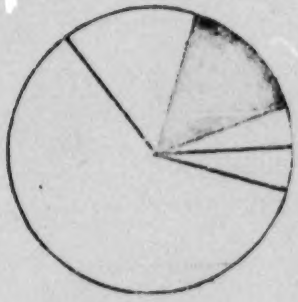
Other Responsibilities



Counselor 15%



Diagnosticians 15%



ED Teachers 15%

Elementary Guidance: Division of Responsibilities

Duties	Personnel: Coordinator of Elem. Guid. and Appraisal	Plan A Supervisors	Elementary Counselors	Educational Diagnosticians	Teachers of Emotionally Disturbed
1. General	✓	✓	✓	✓	✓
2. Planning	✓	✓	✓	✓	
2.1	✓	✓	✓	✓	
2.2	✓	✓			
2.3	✓		✓	✓	
2.4	✓				
2.5	✓	✓			
3. Choices	✓	✓		✓	
3.1		✓			
3.3	✓				
3.31		✓		✓	
3.32		✓			
4. Counseling	✓	✓	✓	✓	✓
4.1			✓		✓
4.2			✓		✓
4.3	✓		✓	✓	✓
4.5			✓	✓	
4.6			✓	✓	
4.7	✓	✓	✓		

Duties	Personnel: Coordinator of Elem. Guid. and Appraisal	Plan A Supervisors	Elementary Counselors	Educational Diagnosticians	Teachers of Emotionally Disturbed
5. Coordination	✓	✓	✓	✓	✓
5.1			✓	✓	✓
5.2	✓	✓			
5.3	✓	✓			
6. Consultation	✓	✓	✓	✓	✓
6.1	✓		✓	✓	
6.2	✓		✓	✓	✓
6.3	✓		✓	✓	✓
6.4		✓			
6.5			✓	✓	✓
6.6	✓	✓			
7. Research	✓	✓			
7.1	✓	✓			
7.2	✓				
7.3	✓	✓			
7.4	✓	✓			
7.8	✓				
8. Public Relations	✓	✓	✓		
8.1	✓	✓			
8.2	✓				
8.3	✓	✓	✓		

Mr. Allen L.S.D. 7/15/76 a Mr 7/15

Elementary Guidance: Division of Time

Duties	Coordinator of Elem. Guid. and Appraisal	Plan A Supervisors	Elementary Counselors	Educational Diagnosticians	Teachers of Emotionally Disturbed
	Personnel				
A. Pupil Contact	-	-	40%	30%	60%
2.1			✓	✓	
2.3			✓	✓	
4.1			✓		✓
4.2			✓		✓
4.3			✓	✓	✓
B. Parent Contact	5%	10%	15%	5%	5%
2.1			✓	✓	
2.3	✓		✓	✓	
2.5		✓			
3.1		✓			
3.31		✓			
4.5			✓	✓	
4.6			✓	✓	
4.7	✓	✓	✓		
5.1	✓		✓	✓	✓
6.1	✓		✓	✓	
6.2			✓	✓	✓
7.4		✓			
8.1	✓	✓			
8.2	✓				
8.3	✓	✓	✓		
C. Professional Contact	30%	30%	15%	17%	15%
2.1	✓	✓	✓	✓	
2.2		✓			
2.3	✓		✓	✓	
2.4	✓				
2.5	✓	✓			
3.1		✓			
3.31		✓		✓	
3.32		✓			
4.3	✓				
5.2	✓	✓	✓	✓	✓
5.3	✓	✓			
6.1	✓		✓	✓	
6.2	✓		✓	✓	✓

Duties	Coordinator of Elem. Guid. and Appraisal	Plan A Supervisors	Elementary Counselors	Educational Diagnosticians	Teachers of Emotionally Disturbed
	Personnel				
C. (continued)					
6.3	✓		✓	✓	✓
6.4		✓			
6.5	✓	✓	✓	✓	✓
6.6	✓	✓			
7.1		✓			
7.3	✓	✓			
7.4	✓	✓			
D. Paperwork	60%	50%	15%	33%	5%
2.1	✓	✓	✓	✓	
2.2	✓	✓			
2.3	✓				
2.5	✓	✓			
3.1		✓			
3.31		✓			
4.3	✓				
4.7	✓				
5.3		✓			
6.1	✓		✓	✓	
6.2	✓		✓	✓	✓
6.3	✓				
6.4		✓			
6.5		✓			
6.6	✓	✓			
7.1	✓	✓			
7.2	✓				
7.3	✓	✓			
7.4	✓	✓			
8.2	✓				
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McAllen ISD 75/76

TEXAS PERSONNEL AND GUIDANCE ASSOCIATION

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1975 Convention

Brownsville Convention Center
October 8-11
Brownsville, Texas

February 10, 1975

Dear Friend,

The Legislative Committee of the Texas Personnel and Guidance Association, in relation to some research in which it has been engaged, has developed a job description of the Texas School Counselor.

The first draft of the description was developed through the work of the Legislative Committee which includes among its members school counselors at all levels, K-12. The duties of the counselors serving on the committee and publications of the Division of Guidance of the Texas Education Agency, the American School Counselor Association, and the American Personnel and Guidance Association provided the information for the first draft of the job description. This description was sent to the presidents of the local chapters of the Texas Personnel and Guidance Association to be circulated among members and to solicit information regarding their suggestions for changes.

The Legislative Committee received and studied the suggestions and recommendations submitted by the local chapters. A revised description was prepared after much deliberation and discussion. The revised description is being transmitted to the Texas school superintendents and principals and concerned professional organizations for comments and endorsements.

The Legislative Committee thought that colleges and universities offering programs for the training of counselors would like to know what has been done in regard to a job description for the Texas school counselor. Attached is a copy of the job description for your information and files. The Legislative Committee would be happy to have any comments you wish to make.

Sincerely,

Wm E Truax

William E. Truax, Jr.
Executive Director

Attachment

JOB DESCRIPTION OF THE TEXAS SCHOOL COUNSELOR

INTRODUCTION

The job description of the school counselor is primarily designed to help educators understand the conditions under which school counselors can make their greatest contributions to educational excellence. Ultimately the sole justification for the presence of the school counselor is that his/her work contributes directly to both the specific and broad purposes of education.

Educational excellence requires teamwork. The unique contribution of the school counselor to the educational team is not always clearly defined. Even though there is general agreement about the need for counselors, there is confusion about the duties of the counselor. The job description sets forth these duties. These duties do not include nor infer at any time that the counselor be charged with the administrative responsibility of computer or hand scheduling the students' choices within the master program or be charged with any computer related activities. The counselor's activities do not include clerical duties involved with the keeping of the official permanent records of the students.

The following statements are strongly recommended by the Texas Personnel and Guidance Association and the Texas School Counselors' Association (a division of TPGA) to be viewed as the primary objectives of a school counselor's job description:

1. The school counselor is a professional educator who is employed to provide educational, career, vocational, and personal guidance and counseling for all students, K - 12.

2. The school counselor is a primary facilitator in providing the appropriate educational climate necessary for the students' learning about themselves and others, and for preparing them for their futures.

3. The school counselor's purpose is to meet the needs of individuals through planning, consulting, counseling, and coordinating a school guidance and counseling program.

4. The school counselor is an integral part of the educational team of administrators, teachers, parents, students, and others who assist students to learn.

5. The school counselor, in implementing guidance and counseling services, coordinates these services with the regular instructional program thus providing a unified educational program.

The school counselor should be educationally qualified for certification by the Texas Education Agency.

JOB SUMMARY

Under the administrative direction of the school superintendent or principal participates in planning and developing the educational, guidance, and counseling program in relation to the needs of the students being served. Coordinates, supervises, and carries out functions which provide educational, career, vocational, and personal guidance and counseling services. Aids in developing and implementing in-service education programs for professional and other personnel engaged in the school educational, guidance and counseling program. Serves as consultant in the area of guidance and counseling to the school staff, parents, and personnel of cooperating agencies. Carries out related public relations activities.

WORK PERFORMED

1. Receives general instructions from the school superintendent or principal regarding over-all operations of counselor's functions pursuant to the job description and as established by the Texas Education Agency and the American Personnel and Guidance Association.

2. Assists in planning and developing the school's educational, guidance and counseling program in relation to the needs of the students being served.

   2.1 Coordinates the accumulation and use of meaningful information about individual students and the student body.

   2.2 Summarizes objective and subjective data for use in curriculum planning purposes.

   2.3 Assists in identifying students with special abilities and needs.

   2.4 Serves as a member of the educational team in developing and modifying the curriculum.

   2.5 Participates in conducting local research relating to pupil needs and evaluating the educational, guidance, and counseling program.

3. Provides a program of educational, career, and vocational services.

   3.1 Prepares, collects, and makes available to students and parents information concerning school offerings, opportunities for further education, careers, and career awareness, exploration, and training opportunities.

   3.2 Develops and conducts program to aid students and parents in acquiring information, interpreting the information in regard to their personal situations, and in making decisions.

3.3 Coordiantes educational, career, and vocational placement services with others engaged in the total placement program.

3.31 Plans with teachers and administrators for meeting instructional needs of students K - 12 at all levels of achievement.

3.32 Assists teachers in working with students in regard to program planning and course selection.

3.33 Aids students in developing long-range educational plans and making appropriate choices of school courses.

3.34 Assists students in making the transition successfully from one school level to another and from school to employment.

4. Provides personal and developmental counseling services through individual and group conferences.

4.1 Helps student in understanding self in relation to the social and psychological world in which he or she lives and in accepting one's self as he or she is.

4.2 Aids student in understanding social and cultural groups and in developing behaviors that will enable him/her to function constructively in different situations and to gain personal satisfaction from his/her experiences.

4.3 Helps student to become aware of his or her potential and interest and to develop these to the fullest.

4.4 Helps student to develop personal decision-making competencies in resolving personal problems.

4.5 Provides parents with information about their children with due regard to the child's desire for confidentiality.

4.6 Holds conferences to assist parents in understanding their children and in obtaining realistic perceptions of their children's potentials.

4.7 Provides parents with information about educational and occupational opportunities and requirements, counseling programs, and related guidance and counseling services available to them and to their children.

5. Coordinates the use of services available beyond those counselors can provide.

   5.1 Informs students and parents of the availability of such services.

   5.2 Maintains liaison and cooperative working relationships with other pupil personnel specialists and with agencies in the community offering special services.

   5.3 Encourages the development and/or extension of community agencies for meeting special pupil needs that are not already adequately met.

6. Serves as consultant in the area of guidance and counseling to members of the school staff, parents, and personnel of cooperating agencies.

   6.1 Shares appropriate pupil data with due regard for the student's desire for confidentiality; interprets data, and provides information in regard to its limitations and proper use.

   6.2 Shares information regarding the growth and development of students.

   6.3 Consults with co-workers in identifying and working with students with special needs and problems.

   6.4 Aids teachers in securing materials and in developing procedures for a variety of group guidance experiences.

   6.5 Consults with personnel of other community agencies engaged in related programs.

   6.6 Participates in planning and implementing in-service education programs.

7. Participates in research program related to students' needs and in evaluating how well the school's educational, guidance and counseling services are meeting the needs.

   7.1 Describes objectively the population of the school as a basis for future planning.

   7.2 Determines progress of student body through norm reference and criterion reference tests and follow-up studies of grades made by students.

   7.3 Suggests areas of curriculum in need of study and possible revision.

   7.4 Appraises the characteristics of population being served by means of appropriate measurement program, and makes data available for use in educational, career, and vocational planning.

7.5 Directs the compilation of data concerning student dropout rates and failures; seeks causes and makes recommendations for improvement.

7.6 Makes studies annually of each grade level to determine the relationship between the students' aptitudes and achievement, the selection of courses of study, and post-high school endeavors for evaluation purposes.

7.7 Keeps informed concerning occupational trends in the community and nationally.

7.8 Makes systematic judgments of the relative effectiveness with which goals of the guidance and counseling programs are attained in relation to specified standards.

8. Carries out a program of public relations.

8.1 Participates in programs of various community groups.

8.2 Furnishes information regarding the counseling and guidance program as needed.

8.3 Encourages community participation and involvement in school program.

QUALIFICATIONS

The educational and experiential qualifications of the school counselor are in concurrence with and pursuant to the certification requirements established by the State Board of Education.

References:

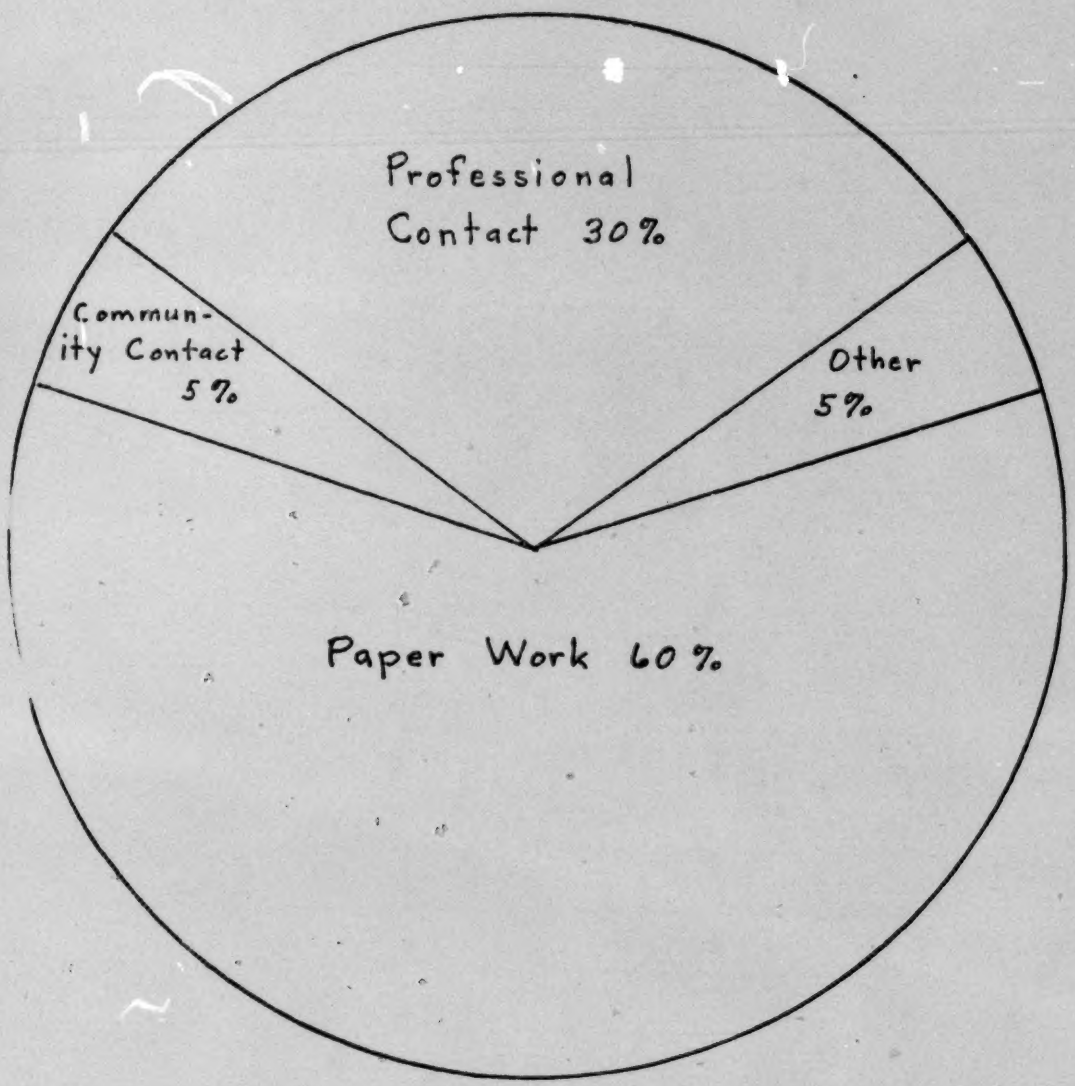
Texas Education Agency. The School Counselor: His Work Environment, Roles, and Competencies. Division of Guidance Services: Austin, Texas: August-September 1971.

American School Counselor Association. "The Role of the Secondary School Counselor." Pamphlet form condensed statement on the ASCA "Statement of Policy for Secondary School Counselors" and "Guidelines for Implementation" appearing in Counseling, A Growing Profession. Joint publication of Association for Counselor Education and Supervision and the American School Counselor Association: Washington, D.C.: American Personnel and Guidance Association: 1965.

Dunlap, Richard and Weststrait, Ronald. "The Counselor as a Generalist or Specialist," Focus on Guidance, Vol. II, No. 7, Denver: Lee 1970, 1-11.

Malcomb, David D. and Hays, Donald G. "Expectations and Commitments of the School Counselor," ACES/ASCA Committee: American Personnel and Guidance Association, 1969.

Coordinator



Objective: Coordinator

2.1 Coordinates the accumulation and use of meaningful information about individual students and the student body.

2.2 Summarizes objective and subjective data for use in curriculum planning.

2.3 Assists in identifying students with special abilities and needs.

2.4 Assists as a member of the educational team in developing and modifying the curriculum.

2.5 Participates in conducting local research relating to pupil needs and evaluating the educational, guidance, and counseling programs.

3.3 Coordinates educational, career, and vocational placement services with others engaged in the total placement program.

4.3 Helps students to become aware of their potential and interests and to develop these to the fullest.

4.7 Provides parents with information about educational and occupational opportunities and requirements, counseling programs, and related guidance and counseling services available to them and to their children.

5.2 Maintains liaison and cooperative working relationships with other pupil personnel specialists and with agencies in the community offering special services.

5.3 Encourages the development and/or extension of community agencies for meeting pupil needs that are not already adequately met.

6.1 Shares appropriate pupil data with due regard for the student's desire for confidentiality; interprets data, and provides information regarding its limitations and proper use.

6.2 Shares information regarding the growth and development of students.

6.3 Consults with co-workers in identifying and working with students with special needs and problems.

6.5 Consults with personnel of other community agencies engaged in related programs.

6.6 Participates in planning and implementing in-service education programs.

7.1 Describes objectively the population of the school as a basis for future planning.

7.2 Determines progress of student body through norm reference and criterion reference tests and follow-up studies of grades made by students.

7.3 Suggests areas of curriculum in need of study and possible revision.

7.4 Appraises the characteristics of population being served by means of appropriate measurement program, and makes data available for use in educational, career, and vocational planning.

7.8 Makes systematic judgments of the relative effectiveness with which goals of the guidance and counseling programs are attained in relation to specified standards.

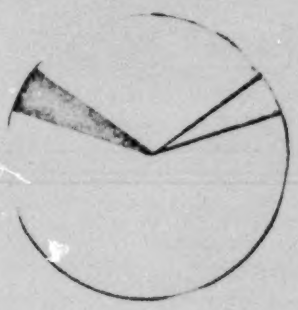
8.1 Participates in programs of various community groups.

8.2 Furnishes information regarding the counseling and guidance program as needed.

8.3 Encourages community participation and involvement in the school program.

Activities: Coordinator

Parent and Community Contact Responsibilities
Time Allotment: 5%



Objective 2.3: Assists in identifying students with special abilities and needs.

Activities: Makes talks to parent and community groups about special needs of students and encourages referrals; recruits and trains volunteers to help in screening of preschool and kindergarten pupils.

Objective 4.7: Provides parents with information about educational and occupational opportunities and requirements, counseling programs, and related guidance and requirements, counseling programs, and related guidance and counseling services available to them and their children.

Activities: Same as 2.3. Also writes descriptions of opportunities and services to be distributed by guidance personnel to parents as appropriate.

Objective 6.1: Shares appropriate pupil data with due regard for the student's desire for confidentiality; interprets data and provides information regarding its limitations and proper use.

Activities: Prepares forms to be used by others in reporting pupil data to parents.

Objective 8.1: Participates in programs of various community groups.

Activities: Makes talks at meetings.

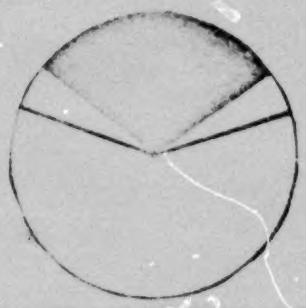
Objective 8.2: Furnishes information regarding the counseling and guidance programs as needed.

Activities: Same as 4.7

Objective 8.3: Encourages community participation and involvement in the school program.

Activities: Same as 2.3

Professional Contact Responsibilities
Time allotment: 30%



Objective 2.1: Coordinates the accumulation and use of meaningful information about individual students and the student body.

Activities: Coordinates the selection, purchase or rental, administration, scoring, and interpretation of group tests of readiness, achievement, ability, and interests. Coordinates the work of counselors and diagnosticians in collection of information about individual students.

Objective 2.3: Assists in identifying students with special abilities and needs.

Activities: Same as 2.1

Objective 2.4: Assists as a member of the educational team in developing and modifying the curriculum.

Activities: Serves as a consultant or committee member in special instructional programs such as remedial reading, remedial math, bilingual education, and others.

Objective 2.5: Participates in conducting local research relating to pupil needs and evaluating the educational, guidance, and counseling programs.

Activities: Assists program directors in designing needs assessment and evaluation procedures; coordinates administration and interpretation of tests and other needs assessment and evaluation instruments; furnishes test results and interpretations to coordinators, directors, and other adminstrators. Makes up questionnaires, checklists, and forms for guidance personnel to use in describing the objectives and activities of their jobs and logs of the time devoted to each area; compiles and reports results.

Objective 4.3: Helps students to become aware of their potential and interests and to develop these to the fullest.

Activities: Same as 2.1, 2.3, 2.4 and 2.5

Objective 5.2: Maintains liaison and cooperative working relationships with other pupil personnel specialists and with agencies in the community agencies.

Activities: Makes referrals to and receives referrals from other specialists and agencies. Invites specialists to attend meetings of guidance staff and attends meetings of other specialists.

Objective 5.3: Encourages development and/or extension of community agencies for meeting pupil needs that are not already adequately met.

Activities: Serves on advisory boards and other committees of community agencies. Suggests areas of need and suggests ways of filling needs. Seeks administrative solutions to problems of meeting needs.

Objective 6.1: Shares appropriate pupil data with due regard for the student's desire for confidentiality; interprets data and provides information regarding its limitations and proper use.

Activities: Talks to teachers and administrators about the meaning and use of test results and other pupil data.

Objective 6.2: Shares information regarding the growth and development of students.

Activities: Same as 6.1. Compare new data with previous data and interpret changes.

Objective 6.3: Consults with personnel of other community agencies engaged in related programs.

Activities: Same as 6.1. Also conducts in-service training and informal sessions with teachers and administrators about the use of pupil data in grouping and planning instruction.

Objective 6.5: Consults with personnel of other community agencies engaged in related programs.

Activities: Same as 5.2 and 5.3

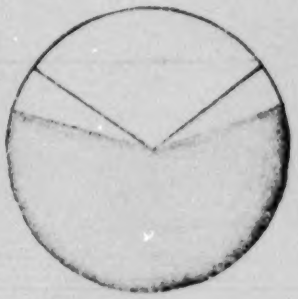
Objective 6.6: Participates in planning and implementing in-service education programs.

Activities: Talks with co-workers about observed needs for in-service education; plans programs. Conducts meetings, presentations and discussions for groups of teachers and other professionals.

Objective 7.3: Suggests areas of curriculum in need of study and possible revision.

Activities: Same as 2.5, 6.1, 6.2 and 6.3

Paper Work Responsibilities
Time allotment: 60%



Objective 2.1: Coordinates the accumulation and use of meaningful information about individual students and the student body.

Activities: a. Maintains a file of catalogs and specimen sets of group and individual tests of readiness, achievement, abilities, and interests.

b. Coordinates selection, ordering, adminstration, scoring, and interpretation of group tests.

c. Makes up forms for counselors and diagnosticians to use in collecting and reporting student information.

d. Maintains a file of reports of group and individual evaluations.

e. Makes statistical tables and graphs interpreting test results and other pupil data; provides these to administrators and guidance personnel; writes narrative interpretations.

Objective 2.2: Summarizes objective and subjective data for use in curriculum planning.

Activities: Same as 2.1 e

Objective 2.3: Assists in identifying students with special abilities and needs.

Activities: Same as 2.1

Objective 2.5: Participates in conducting local research relating to pupil needs and evaluating the educational, guidance, and counseling programs.

Activities: a. Same as 2.1 b, and 2.1 e.

b. Also assists coordinators of special instructional programs in designing evaluation procedures, identifying and ordering suitable instruments, and interpreting and reporting results.

c. Makes up questionnaires, checklists, and forms for guidance personnel to use in describing the objectives and activities of their jobs and logs of the time devoted to each area; compiles and reports results.

Objective 4.3: Helps students to become aware of their potential and interests and to develop those to the fullest.

Activities: Same as 2.1c, 2.1d, and 2.1e. Also writes simplified narrative interpretations suitable for use with student.

Objective 4.7: Provides parents with information about educational and occupational opportunities and requirements, counseling programs, and related guidance and counseling services available to them and to their children.

Activities: Writes narrative explanations in English and Spanish suitable for use with parents.

Objective 6.1: Shares appropriate pupil data with due regard for the student's desire for confidentiality; interprets data, and provides information regarding its limitations and proper use.

Activities: Same as 2.1c, 2.1d, and 2.1e. Also writes simplified narrative explanations in English and Spanish suitable for use with parents and students.

Objective 6.2: Shares information regarding the growth and development of students.

Activities: Same as 6.1

Objective 6.3: Consults with co-workers in identifying and working with students with special needs and problems.

Activities: Same as 2.1. Also prepares written materials for in-service education and other professional groups concerning use of pupil data for planning instruction and guidance activities.

Objective 6.6: Participates in planning and implementing in-service education projects.

Activities: Prepares and interprets questionnaires, checklists, and forms for determing needs for in-service education. Prepares agenda and outline of in-service education meetings. Writes narrative and other material for in-service education.

Objective 7.1: Describes objectively the population of the school as a basis for future planning.

Activities: Same as 2.1e

Objective 7.2: Determines progress of student body through norm reference and criterion reference tests and follow-up studies of grades made by students.

Activities: Same as 2.1b, 2.1c, 2.1d, and 2.1e

Objective 7.3: Suggests areas of curriculum in need of study and possible revision.

Activities: Same as 2.1e

Objective 7.4: Appraises the characteristics of the population being served by means of appropriate measurement program, and makes data available for use in educational, career, and vocational planning.

Activities: Same as 2.1b, and 2.1e

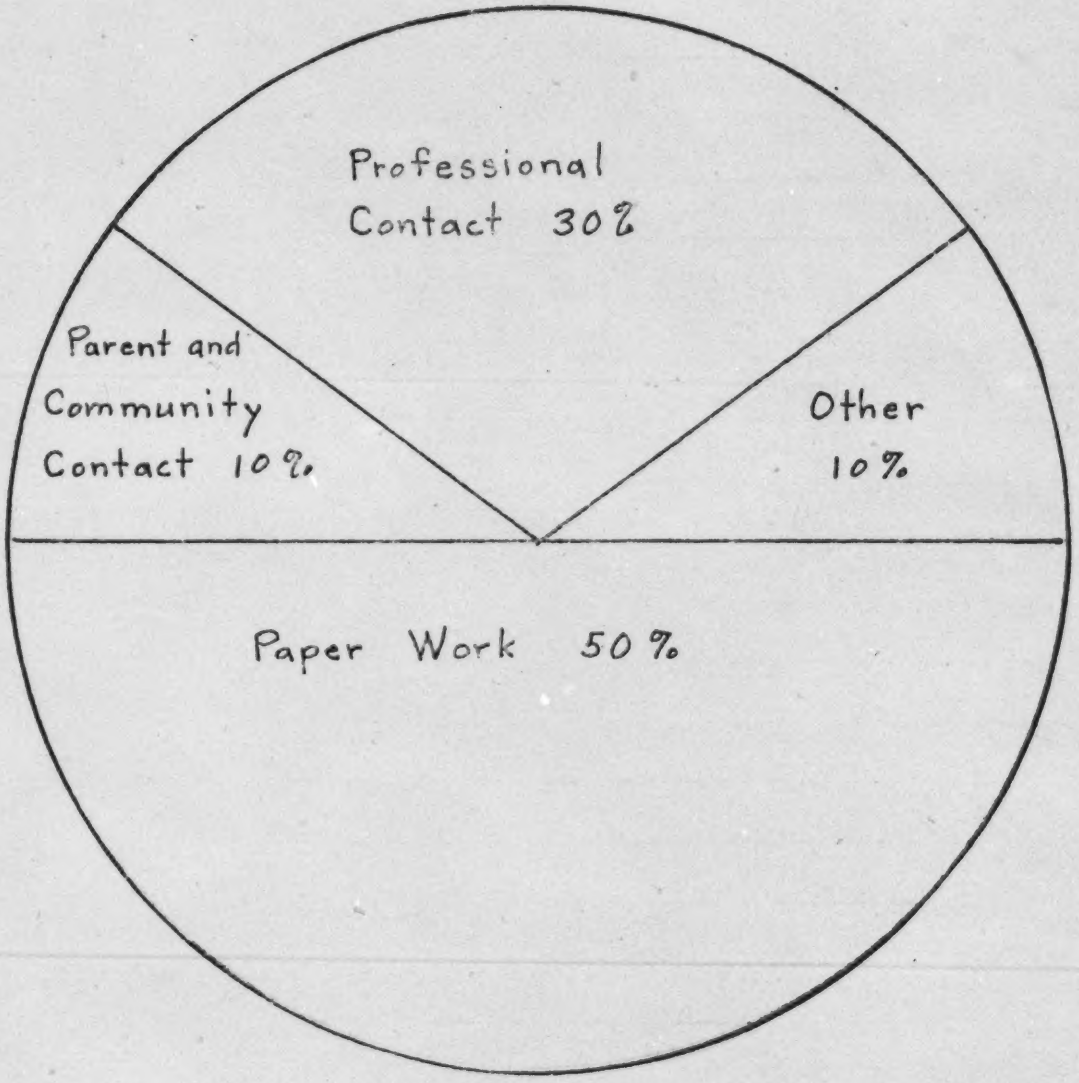
Objective 7.8: Makes systematic judgments of the relative effectiveness with which goals of the guidance and counseling programs are attained in relation to specified standards.

Activities: Same as 2.5c

Objective 8.2: Furnishes information regarding the counseling and guidance program as needed.

Activities: Same as 4.7 and 7.8. Also writes program description and job descriptions for guidance personnel for adminstrative use.

Plan A Supervisors



Objectives: Plan A Supervisors

2.1 Coordinate the accumulation and use of meaningful information about individual students and the student body.

2.2 Summarize objective and subjective data for use in curriculum planning purposes.

2.5 Participate in conducting local research relating to pupil needs and evaluating the educational, guidance, and counseling program.

3.1 Prepare, collect, and make available to students and parents information concerning school offerings, opportunities for further education, careers, and career awareness, exploration, and training opportunities.

3.31 Plan with teachers and administrators for meeting instructional needs of students K-12 at all levels of achievement.

3.32 Assist teachers in working with students in regard to program planning and course selection.

4.7 Provide parents with information about educational and occupational opportunities and requirements, counseling programs, and related guidance and counseling services available to them and to their children.

5.2 Maintain liaison and cooperative working relationships with other pupil personnel specialists and with agencies in the community offering special services.

5.3 Encourage the development and/or extension of community agencies for meeting special pupil needs not already adequately met.

6.4 Aid teachers in securing materials and in developing procedures for a variety of group guidance experiences.

6.5 Consult with personnel of other community agencies engaged in related programs.

6.6 Participate in planning and implementing in-service education programs.

7.1 Describe objectively the population of the school as a basis for future planning.

7.3 Suggest areas of curriculum in need of study and possible revision.

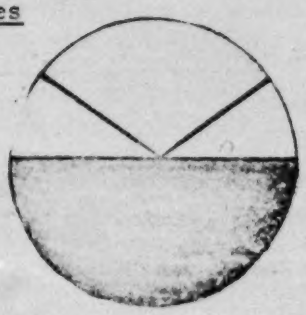
7.4 Appraise the characteristics of population being observed by means of appropriate measurement program, and make data available for use in educational, career, and vocational planning.

Objectives

8.1 Participate in programs of various community groups.

8.3 Encourage community participation and involvement in school programs.

Paper Work Responsibilities
Time allotment: 50%



Objective 2.1: Coordinate the accumulation and use of meaningful information about individual students and the student body.

Activities: Duplicate, record, and file the accumulated information on students. Keep master lists of all students in resource rooms at each school. Inform teachers in writing of missing records for each child. See that the resource teachers have duplicate files.

Objective 2.2: Summarize objective and subjective data for use in curriculum planning.

Activities: Submit a written proposal of curriculum planning.

Objective 2.5: Participate in conducting local research relating to pupil needs and evaluating the educational, guidance, and counseling programs.

Activities: Write letters to other professionals to request help in locating children with special needs. Enlist news media to help locate such children. Distribute brochures to help locate such children.

Objective 3.1: Prepare, collect, and make available to students and parents information concerning school offerings, opportunities for further education, careers, and career awareness, exploration, and training opportunities.

Activities: Develop a master list specifying sources of services available. Describe availability, quality, eligibility requirements, and cost of services.

Objective 3.31: Plan with teachers and administrators for meeting instructional needs of students K-12 at all levels of achievement.

Activities: Make recommendations for the improved utilization of specific learning resources in specific ways for all levels of achievement. Arrange for the use of resources to complement, fulfill, and/or enhance the aims of the school program.

Objective 5.3: Encourage the development and/or extension of community agencies for meeting special pupil needs that are not already adequately met.

Activities: Correspond with agencies involved.

Objective 6.4: Aid teachers in securing materials and in developing procedures for a variety of group guidance experiences.

Activities: Design instructional units which specify performance objectives, instructional sequences, and a variety of appropriate teaching/learning activities, materials, and evaluation procedures. Design a procedure for cataloging and checking out materials.

Objective 6.5: Consult with personnel of other community agencies engaged in related programs.

Activities: Correspond with agencies involved.

Objective 6.6: Participate in planning and implementing in-service education programs.

Activities: Design and adapt training sessions which employ specific objectives, learning activities, and appropriate resources and materials.

Objective 7.1: Describe objectively the population of the school as a basis for future planning.

Activities: Submit a written description of local research findings.

Objective 7.3: Suggest areas of curriculum in need of study and possible revision.

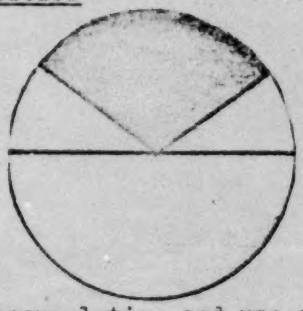
Activities: Design studies to determine weaknesses and strengths in existing curriculum and make recommendations based on the study of problem areas.

Objective 7.4: Appraise the characteristics of population being served by means of appropriate measurement programs, and make data available for use in educational, career, and vocational planning.

Activities: Write data findings.

Activities: Plan A Supervisors

Professional Contact Responsibilities
Time Allotment 30%



Objective 2.1: Coordinate the accumulation and use of meaningful information about indvidual students and the student body.

Activities: Maintain a central file of information about students receiving Plan A services. Attend ARD meetings when necessary. Discuss pertinent information about students with principals, counselors, diagnosticians, ED teachers, resource teachers, self-contained classroom teachers, speech therapists, homebound teachers, and classroom teachers.

Objective 2.2: Summarize objective and subjective data for use in curriculum planning.

Activities: Discuss data with director of special education and coordinator of guidance and appraisal. Assess various curricula according to needs, objectives, priorities, program and activities in designated areas like resource rooms, self-contained rooms, etc.

Objective 2.5: Participate in conducting local research relating to pupil needs and evaluating the educational, guidance, and counseling program.

Activities: Direct efforts to locate children with special needs. Evaluate research to see how it relates to pupils educational needs.

Objective 3.1: Prepare, collect, and make available to students and parents information concerning school offerings, opportunities for further education, careers, and career awareness, exploration, and training opportunities.

Activities: Organize professional committees to study educational, career, and vocational services.

Objective 3.31: Plan with teachers and administrators for meeting instructional needs of students K-12 at all levels of achievement.

Activities: Conduct studies to determine extent and appropriateness of the school program as related to instructional needs. Devise educational plans which specify curricula content and level. Suggest appropriate activities and materials. Suggest alternative teaching strategies. Suggest long and short range learning outcomes. Suggest procedures for evaluation.

Objective 3.32: Assist teachers in working with students in regard to program planning and course selection.

Activities: Assist teachers in preparing educational plans for students according to prescriptions. Select appropriate activities and materials with alternative teaching strategies.

Objective 5.2: Maintain liaison and cooperative working relationships with other pupil personnel specialists and with agencies in the community offering special services.

Activities: a. Help balance the assignment load of and provide support to staff members who provide the services.

b. Help balance the assignment load of personnel specialists and community agencies.

Objective 5.3: Encourage the development and/or extension of community agencies for meeting special pupil needs that are not already adequately met.

Activities: Keep staff informed of extended community agencies' services.

Objective 6.4: Aid teachers in securing materials and in developing procedures for a variety of group guidance experiences.

Activities: Arrange for the production of necessary learning materials to complement, fulfill, or enhance the aims of the curriculum. Develop a set of evaluative criteria and procedures to determine the quality, utility, and availability of learning materials. Organize and conduct review sessions where teachers can apply criteria to new materials.

Objective 6.5: Consult with personnel of other community agencies engaged in related programs.

Activities: See 5.3

Objective 6.6: Particpate in planning and implementing in-service education programs.

Activities: a. Design, adapt, and conduct training sessions which employ specific objectives, learning activities, and appropriate resources and materials.

b. Secure the services of consultants and resource persons to contribute their expertise to improve staff competence.

Objective 7.1: Describe objectively the population of the school as a basis for future planning.

Activities: Review the validity of the population data and utilize the information in the decision-making process regarding new programs, or continued maintenance, revision, or discontinuation of current programs.

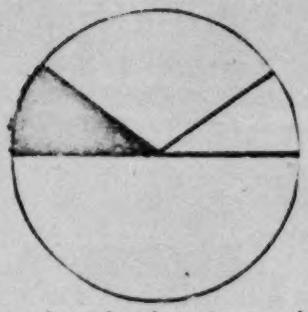
Objective 7.3: Suggest areas of curriculum in need of study and possible revision.

Activities: Make carefully reasoned or researched proposals about curriculum areas in need of further study or revision.

Objective 7.4: Appraise the characteristics of the population being observed by means of appropriate measurement program, and make data available for use in educational, career, and vocational planning.

Activities: Work with coordinator of pupil appraisal in the measurement program.

Parent and Community Contact Responsibilities
Time allotment: 10%



Objective 2.5: Participate in conducting research relating to pupil needs and evaluating the educational, guidance, and counseling program.

Activities: Involve parents and community in local research efforts through media, lectures, letters, etc.

Objective 3.1: Prepare, collect, and make available to students and parents information concerning school offerings, opportunities for further education, careers, and career awareness, exploration, and training opportunities.

Activities: Secure the needed services from the most appropriate sources. Inform the community, parents, and students of educational, career, and vocational services.

Objective 3.31: Plan with teachers and adminstrators for meeting instructional needs of students at all levels of achievement.

Activities: Lead groups of parents and citizens through a series of discussions, presentations, etc., to clarify the goals of the school program.

Objective 4.7: Provide parents with information about educational and occupational opportunities and requirements, counseling programs, and related guidance and counseling services available to them and to their children.

Activities: Inform the community about educational, career, and vocational services through personal contact and various media.

Objective 5.2: Maintain liaison and cooperative working relationships with other pupil personnel specialists and with agencies in the community offering special services.

Activities: Help balance the load of personnel specialists and community agencies.

Objective 5.3: Encourage the development and/or extension of community agenices for meeting special pupil needs not already adequately met.

Activities: Work with community agencies to meet special pupil needs not provided in the school program. Maintain maximum involvement of community agencies through a program of public relations to extend community services.

Objective 6.6: Participate in planning and implementing in-service education programs.

Activities: Arrange for resource persons from the community to contribute their expertise in in-service programs.

Objective 7.4: Appraise the characteristics of the population being served by means of appropriate measurement program, and make data available for use in educational, career, and vocational planning.

Activities: Make available the data findings through public relations efforts.

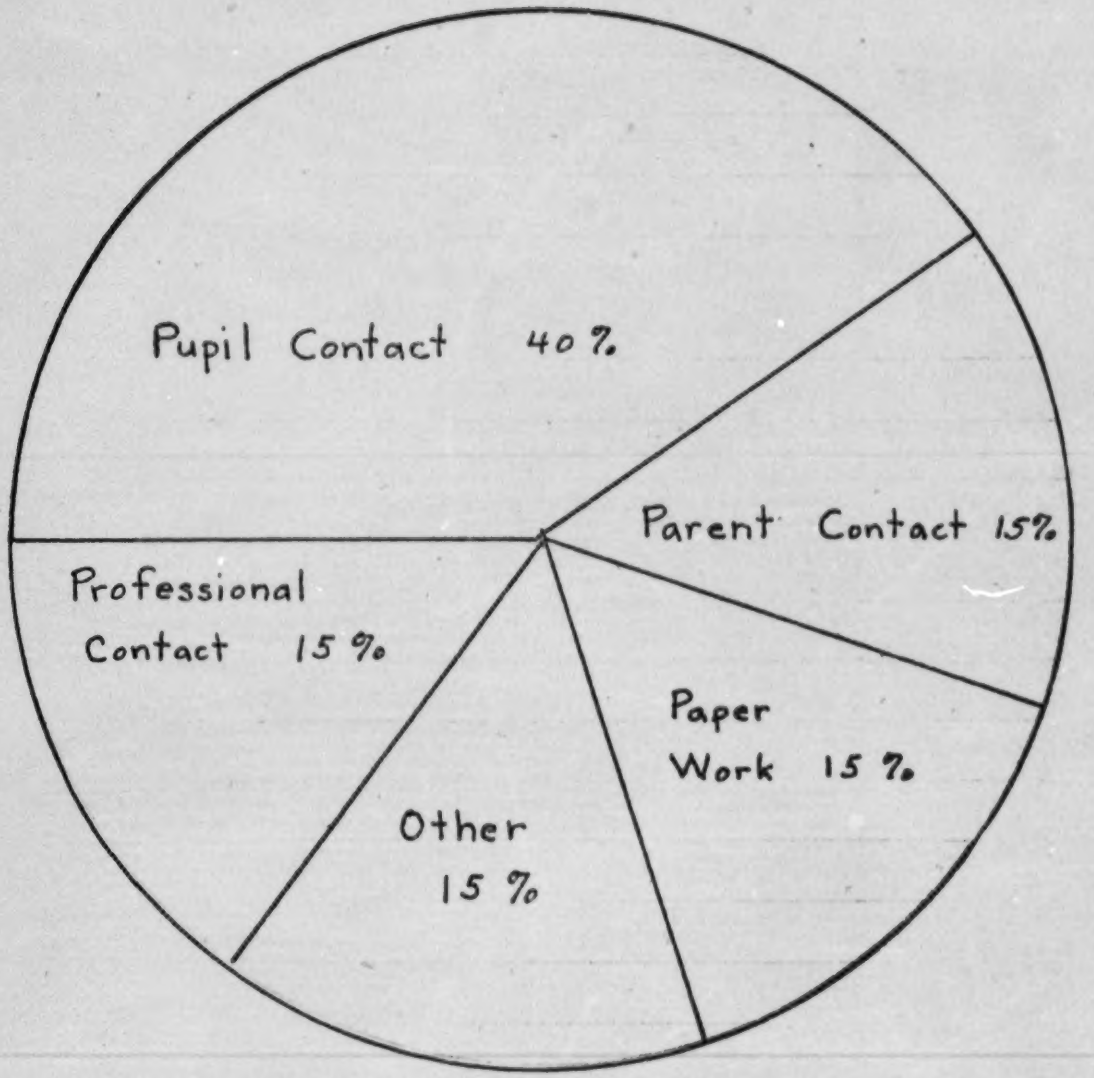
Objective 8.1: Participate in programs of various community groups.

Activities: Attend community group meetings and become actively involved when possible to establish good public relations between school and community. Use various media to reach the community.

Objective 8.3: Encourage community participation and involvement in school program.

Activities: Same as 5.3

Counselors


Pupil Contact 40 %
Parent Contact 15%
Professional Contact 15 %
Paper Work 15 %
Other 15 %

Objectives: Elementary Counselors

2.1 Coordinate the accumulation and use of meaningful information about individuals and the student body.

2.3 Assist in identifying students with special abilities and needs.

4.1 Help student in understanding self in relation to the social and psychological world in which he or she lives and in accepting one's self as he or she is.

4.2 Aid student in understanding social and cultural groups and in developing behaviors that will enable him or her to function constructively in different situations and to gain personal satisfaction from his or her experiences.

4.3 Help student to become aware of his or her potential and interests and to develop these to the fullest.

4.5 Provide parents with information about their children with due regard for the child's desire for confidentiality.

4.6 Hold conferences to assist parents in understanding their children and in obtaining realistic perceptions of their children's potentials.

5.2 Maintain liaison and cooperative working relationships with other pupil personnel specialists and with agencies in the community offering special services.

6.1 Share appropriate pupil data with due regard for the student's desire for confidentiality; interpret data and provide information in regard to its limitations and proper use.

6.2 Share information regarding the growth and development of students.

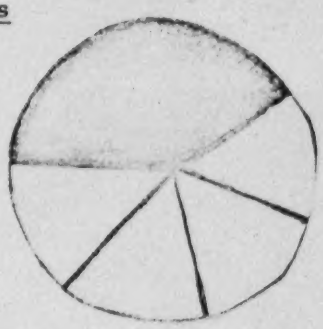
6.3 Consult with co-workers in identifying and working with students with special needs and problems.

6.5 Consult with personnel of other community agencies engaged in related programs.

8.3 Encourage community participation and involvement in school programs.

Activities: Elementary Counselors

Pupil Contact Responsibilities
Time allotment: 40%



Objective 2.1: Coordinate the accumulation and use of meaningful information about individuals and the student body.

Activities: Relay pertinent information to students when appropriate.

Objective 2.3: Assist in identifying students with special abilities and needs.

Activities: Make classroom observations; interview students individually and in small groups.

Objective 4.1: Help student in understanding self in relation to the social and psychological world in which he or she lives and in accepting oneself as he or she is.

Activities: Schedule individual and group counseling sessions. Select and show filmstrips and films such as "Inside-Out," "First Things," "Values at Work", "Kindle," "Aesop's Fables" (K-3, teaches basic values, modesty, and fairness), and "Fun and Fantasy" (teaches self-pride and independent thinking).

Select and read (or have student read) appropriate books. (There are excellent suggestions on the bibliotherapy list the counselors have.)

During individual sessions use games and art materials for self-expression.

"T A for Tots" and "T A for Kids" have been used effectively for individual, group and classroom sessions.

Objective 4.2: Aid student in understanding social and cultural groups and in developing behaviors that will enable him or her to function constructively in different situations and to gain personal satisfaction from his or her experiences.

Activities: Same as 4.1

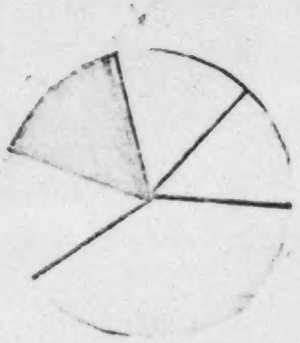
Objective 4.3: Help student to become aware of his or her potential and interests and to develop these to the fullest.

Activities: Privately review the cumulative folder with the student for areas of strength and weakness; during counseling sessions try to discover the interests of the student and suggest activities that will further develop these interests.

Objective 6.1: Share appropriate student data with due regard for the student's desire for confidentiality; interpret data and provide information in regard to its limitations and proper use.

Activities: Same as 4.3

Parent Contact Responsibilities
Time allotment: 15%



Objective 2.1: Coordinate the accumulation and use of meaningful information about individuals and the student body.

Activities: Interview parent to obtain information for Background Information Form, for Vineland Social Maturity Scale or other social adaptation data, and other information needed by the school. Relay pertinent information to parents.

Objective 4.5: Provide parents with information about their children with due regard for the child's desire for confidentiality.

Activities: With the knowledge of the student, hold parent-counselor conferences in the counselor's office or the student's home, encouraging open and free communication. Have records and information (cumulative folder, diagnostician's report, guidance reports, behavioral scales, and written classroom observations) readily at hand to share with the parents.

Objective 4.6: Hold conferences to assist parents in understanding their children and in obtaining realistic perceptions of their children's potentials.

Activities: In face-to-face conferences in the counselor's office or the student's home, interpret cumulative folders, test results, report cards and classroom performance to the parents. (Tests may include, among others, the California Test of Mental Maturity given to second and fifth graders, diagnostic observations, psychological tests given by diagnosticians and psychologists, the Devereux Behavior Rating Scales, and the Vineland Social Maturity Scale.)

Objective 4.7: Provide parents with information about educational and occupational opportunities and requirements, counseling programs, and related counseling and guidance services available to them and their children.

Activities: In private sessions, in small groups of parents, and at PTA and other large group meetings, explain services that are available. (These may include school counselors and teachers of the emotionally disturbed, physicians, psychologists, social workers, churches, and community agencies such as MH/MR.)

Objective 6.1: Share appropriate student data with due regard for the student's desire for confidentiality; interpret data and provide information in regard to its limitations and proper use.

Activities: Same as 4.5 and 4.6

Objective 6.2: Share information regarding the growth and development of students.

Activities: Same as 4.5 and 4.6

Objective 8.3: Encourage community participation and involvement in school program.

Activities: Participate in PTA, Open House, and other school-related activities. Work on good "public relations" with parents and encourage them to take an active part in their child's school activities. Encourage parent volunteers to help in the classroom, library, clinic, or office.

Professional Contact Responsibilities:
Time allotment 15%

Objective 2.1: Coordinate the accumulation and use of meaningful information about individual students and the student body.

Activities: When time permits, attend Screening Committee meetings. Relay pertinent information to teachers and other school personnel.

Objective 2.3: Assist in identifying students with special abilities and needs.

Activities: Take part in conferences with teachers, principals, nurses, and other school personnel.

Objective 5.2: Maintain liaison and cooperative working relationships with other pupil personnel specialists and with agencies in the community offering special services.

Activities: Talk to physicians, welfare workers, Mental Health/ Mental Retardation staff, juvenile officers, Vocational Rehabilitation and other state commission workers, Easter Seal Clinic therapists, and personnel from private and specialized schools. Write observations and reports for those people.

Objective 6.1: Share appropriate student data with due regard for the student's desire for confidentiality; interpret data and provide information in regard to its limitations and proper use.

Activities: Talk to teachers and other professionals about test results and other information in student folders. With the student's knowledge and consent, share non-written information about the student that will help the teacher or other professional understand and help the student better.

Objective 6.2: Share information regarding the growth and development of students.

Activities: In conferences with teachers, principals, and other professionals, interpret progress reports furnished by teachers and others.

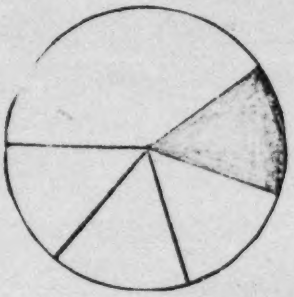
Objective 6.3: Consult with co-workers in identifying and working with students with special needs and problems.

Activities: Participate in ARD and Screening Committee meetings. Conduct individual and small group conferences with teachers, principals, diagnosticians, supervisors and resource and ED teachers.

Objective 6.5: Consult with personnel of other cummunity agencies engaged in related programs.

Activities: Same as 5.2

Paper Work Responsibilities
Time allotment 15%



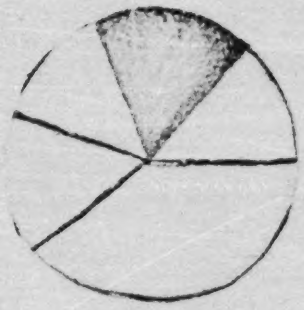
Objective 2.1: Coordinate the accumulation and use of meaningful information about individual students and the student body.

Activities: Review pupil's cumulative record and write down pertinent facts; review classroom teacher's reports on Guidance Information and School Needs Assessment forms; review Screening Committee form. After interviewing parent, fill out Background Information form.

Objective 6.1: Share appropriate pupil data with due regard for student's desire for confidentiality; interpret data and provide information in regard to its limitations and proper use.

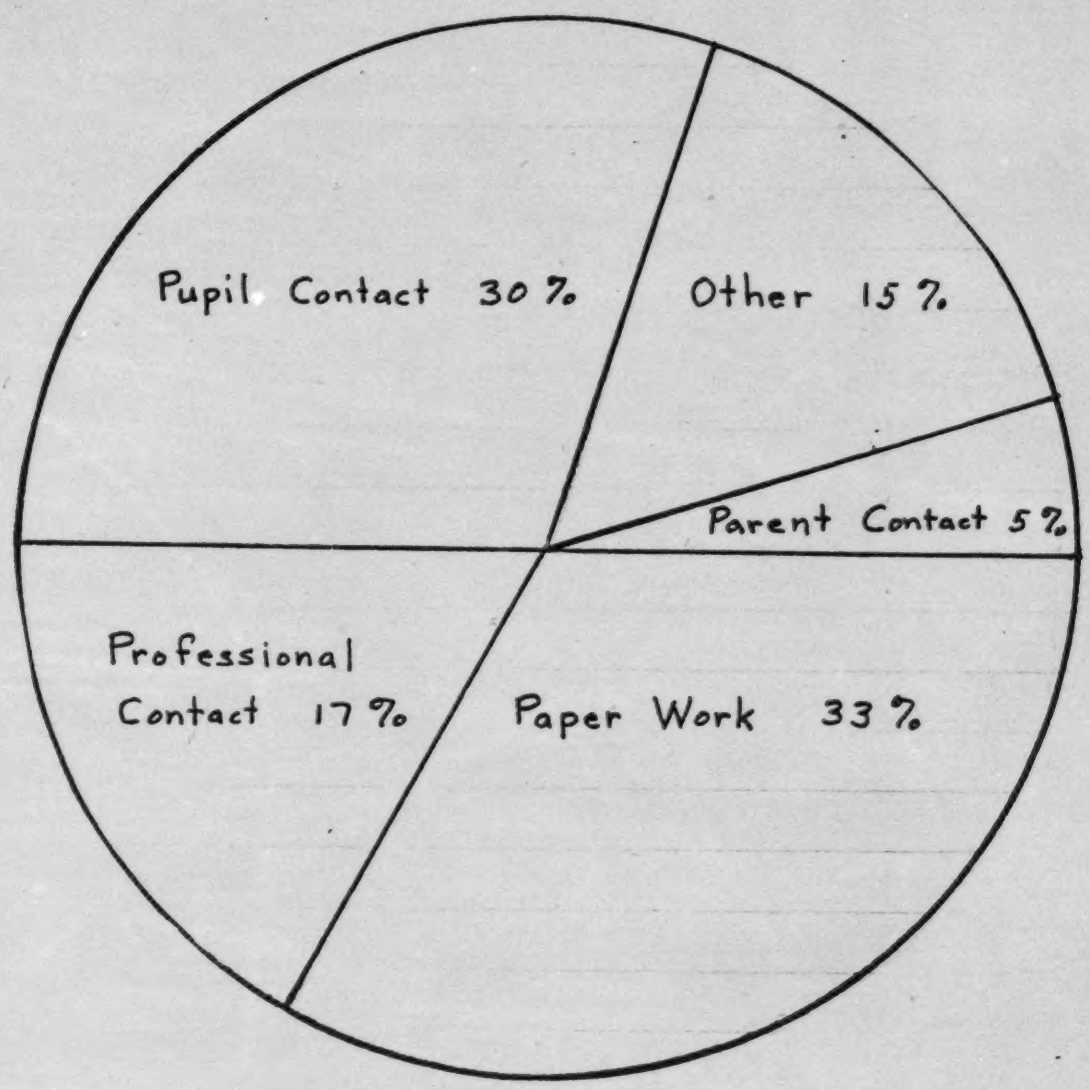
Activities: Same as 2.1

Other Responsibilities
Time allotment: 15%



Activities: Attend departmental meetings; participate in professional workshops and other staff development activities; consult regularly with coordinator. Travel from one school to another, to student's homes, and to other places as work requires. Eat lunch; take short coffee breaks. Perform other duties as assigned or requested by the principal or the coordinator, within the role of the counselor.

Diagnosticians



Objectives: Diagnosticians

2.1 Coordinate the accumulation and use of meaningful information about individuals and the student body.

2.3 Assist in identifying students with special abilities and needs.

3.31 Plan with teachers and administrators for meeting instructional needs of students at all levels of achievement.

4.3 Help student to become aware of his or her potential and interests and to develop these to the fullest.

4.5 Provide parents with information about their children with due regard for the child's desire for confidentiality.

4.6 Hold conferences to assist parents in understanding their children and in obtaining realistic perceptions of their children's potentials.

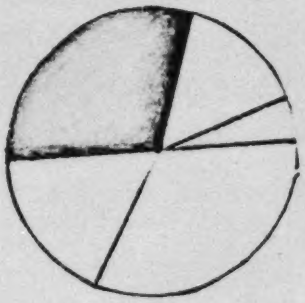
6.1 Share appropriate pupil data with due regard for the student's desire for confidentiality; interpret data and provide information in regard to its limitations and proper use.

6.2 Share information about the growth and development of students.

6.3 Consult with co-workers in identifying and working with students with special needs and problems.

Activities: Diagnosticians

Pupil Contact Responsibilities
Time allotment 30%:



Objective 2.1: Coordinate the accumulation and use of meaningful information about individuals and the student body.

Activities: Give tests. Discuss pertinent information with students when appropriate.

Objective 2.3: Assist in identifying students with special abilities and needs.

Activities: Same as 2.1

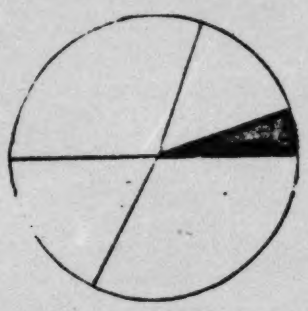
Objective 4.4: Help student become aware of his or her potential and interests and to develop these to the fullest.

Activities: Explain test results to the student, pointing out the tasks he does well. When appropriate, ask him what sort of work he wants to do when he is grown. Ask him about his preferred activities in and out of school.

Objective 6.1: Share appropriate pupil data with due regard for the student's desire for confidentiality; interpret data and provide information in regard to its limitations and proper use.

Activities; Discuss pertinent information with students when appropriate.

Parent Contact Responsibilities
Time allotment 5%:



Objective 2.1: Coordinate the accumulation and use of meaningful information about individual students and the student body.

Activities: Discuss pertinent information with parents.

Objective 4.5: Provide parents with information about their children with due regard for the child's desire for confidentiality.

Activities: In a face-to-face conference, either at the diagnostician's office or the child's home, discuss test results with parents, pointing out the child's strengths, weaknesses, potentials, and attitudes.

Objective 4.6: Hold conferences to assist parents in understanding their children and in obtaining realistic perceptions of their children's potentials.

Activities: Same as 4.5. Ask the parent to explain his perceptions of the child and discuss how the school's information fits in with the parent's view.

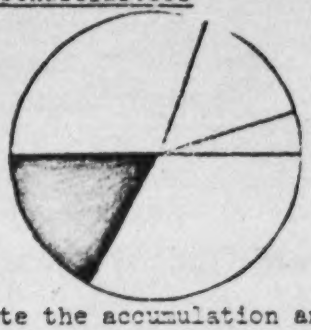
Objective 6.1: Share appropriate pupil data with due regard for the student's desire for confidentiality; interpret data and provide information in regard to its limitations and proper use.

Activities: In a face-to-face conference, either in the diagnostician's office or the student's home, interpret data in a way that will be useful to the parent in helping the child to perform successfully and to develop self-esteem.

Objective 6.2: Share information regarding the growth and development of students.

Activities: In a face-to-face conference, either in the diagnostician's office or the student's home, interpret the child's abilities and behaviors in the light of group achievement and behavioral norms. Review the child's progress periodically and report progress to parents.

Professional Contact Responsibilities
Time allotment: 17%



Objective 2.1: Coordinate the accumulation and use of meaningful information about individual students and the student body.

Activities: When there is time, attend meetings of the Screening Committee. Report test results and other information to Admission, Review and Dismissal Committee (in person or by written report). Discuss pertinent information with teachers, principal, counselor, nurse, and other concerned school personnel.

Objective 2.3: Assist in identifying students with special abilities and needs.

Activities: Discuss pupils referred for testing with teachers, counselor, and other school personnel. When time allows, participate in screening as a member of the Screening Committee.

Objective 3.31 Plan with teachers and administrators for meeting instructional needs of students at all levels of achievement.

Activities: When time allows, participate as a member of the Admission, Review, and Dismissal Committee, providing oral suggestions for the Educaional Plan Sheet about immediate educational needs, grouping arrangements, instructional materials, appropriate levels of instruction, motivational techniques, and strengths and weaknesses.

Objective 6.1: Share appropriate pupil data with due regard for the student's desire for confidentiality; interpret data and provde information in regard to its limitations and proper use.

Activities: In teacher conferences, interpret data in a way that will be useful to the teacher in helping the child to perform successfully and to develop self-esteem.

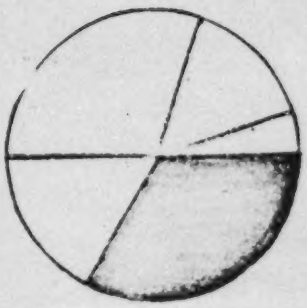
Objective 6.2: Share information regarding the growth and development of students.

Activities: In teacher conferences and committee meetings, review the child's progress periodically and report progress to teachers and other concerned school personnel. Interpret progress in terms of group achievement and behavioral norms.

Objective 6.3: Consult with co-workers in identifying and working with students with special needs and problems.

Activities: Same as 2.3 for identifying students. Keep in touch with teachers and others giving special help to students before and after individual evaluation. Assist with changes in recommendations when needed.

Paper Work Responsibilities
Time allotment: 33%



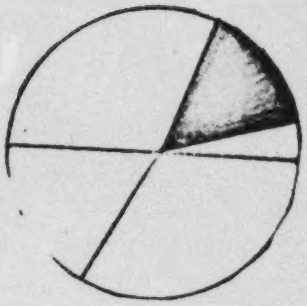
Objective 2.1: Coordinate the accumulation and use of meaningful information about individuals and the student body.

Activities: Review information from the Screening Committee (should inlcude information from cumulative folder, health record, Guidance Information, School Needs Assessment, vision and hearing screening, Background Information, and previous testing, if any). After giving tests, write report, using Educational Evaluation form.

Objective 6.1 Share appropriate pupil data with due regard for the student's desire for confidentiality; interpret data and provide information in regard to its limitations and proper use.

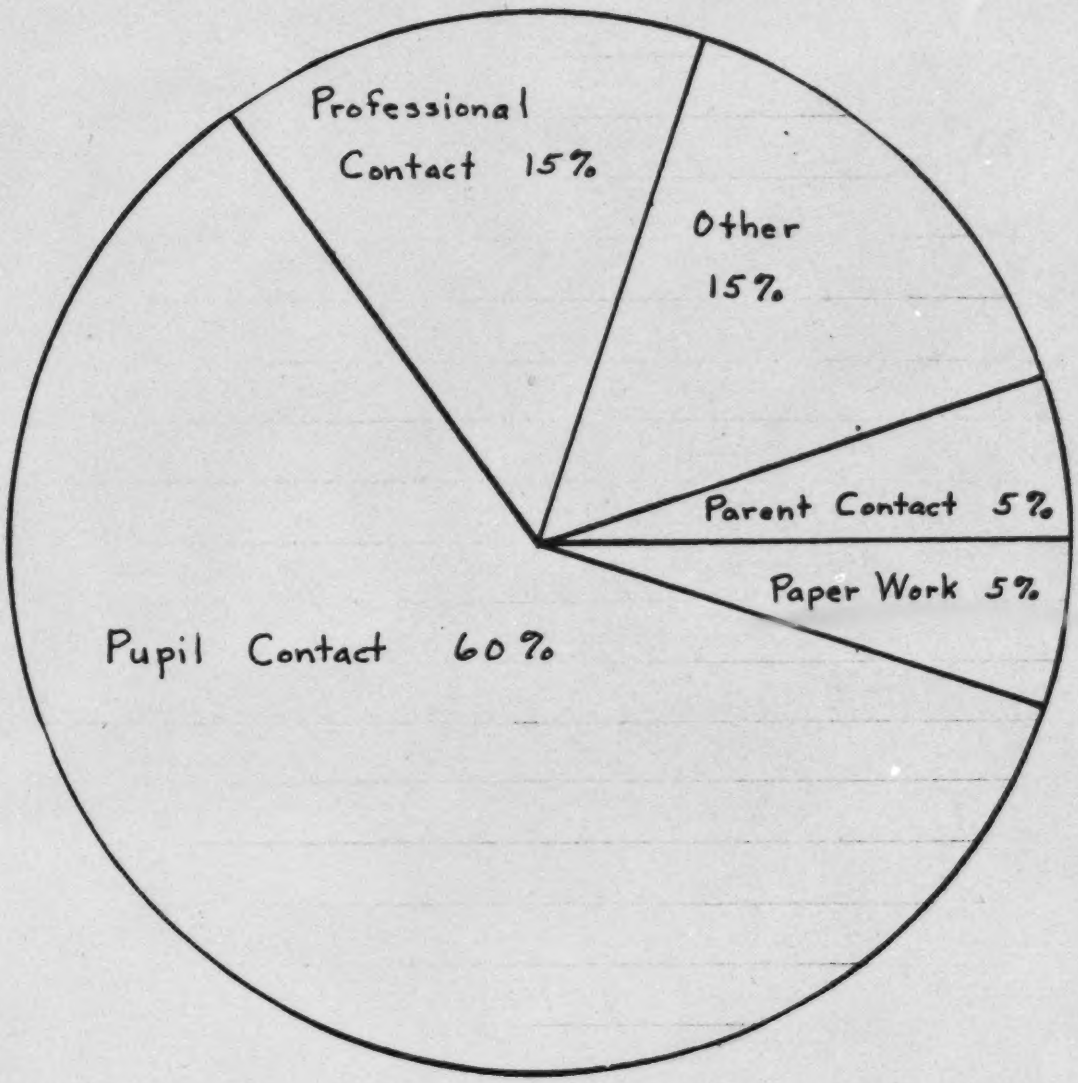
Activities: In writing reports, interpret data in a way that will be useful to the teacher and other concerned persons in helping the child to perform successfully and to develop self-esteem. Keep confidential data in locked file. Share appropriate data with school personnel, with parents, and with other professionals when authorized by parents or guardians to do so.

Other Activities:
Time allotment: 15%



Activities: Attend departmental meetings; participate in professional workshops and other staff development activities; consult regularly with coordinator. Travel from one school to another, to student's homes, and to other places as work requires. Eat lunch; take short coffee breaks. Perform other duties as assigned or requested by the principal or coordinator, within the role of the educational diagnostician.

ED Teachers


Professional
Contact 15%
Other
15%
Parent Contact 5%
Paper Work 5%
Pupil Contact 60%

Objectives: ED Teachers

4.1 Help student in understanding self in relation to the social and psychological world in which he or she lives and in accepting oneself as he or she is.

4.2 Aid student in understanding social and cultural groups and in developing behaviors that will enable him or her to function constructively in different situations and to gain personal satisfaction from his or her experiences.

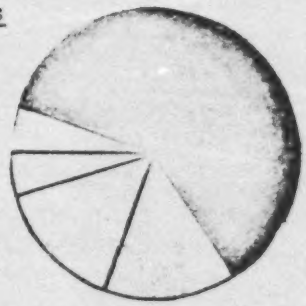
4.3 Help student to become aware of his or her potential and interests and to develop these to the fullest.

6.2 Share information regarding the growth and development of students.

6.3 Consult with co-workers in identifying and working with students with special needs and problems.

Activities: Ed Teachers

Pupil Contact Responsibilities
Time allotment: 60%



Objective 4.1: Help student in understanding self in relation to the social and psychological world in which he or she lives and in accepting oneself as he or she is.

Activities: a. Select and show films and tape-filmstrips such as "Inside-out" series films, "Little Lou and His Strange Little Zoo," "Grandpa Says" Guidance Associates films, "Kindle," etc.

b. Select and read books, such as "Child's World," "TA for Tots," Books for Counseling Bibliography.

c. Stimulate conversation by the use of pictures, such as Child's World Prints, "Family of Man," DUSO pictures, miscellaneous pictures.

d. Stimulate discussion through use of self image and personality development kits, such as DUSO and SRA.

e. Act out problem situations.

f. Use clay, dolls, puppets, games, paints, etc., in play therapy.

g. Use art materials for self-expression.

h. Set up problem situations to be solved by groups.

i. Organize activities to develop self-awareness, using such things as "Here I Am," "Me," checklists, question naires, etc.

Objective 4.2: Aid student in understanding social and cultural groups and in developing behaviors that will enable him or her to function constructively in different situations and to gain personal satisfaction from his or her experiences.

Activities: a. Same as 4.1 a, b, c, e, h

Also: b. Use social and personality development kits such as DUSO, SRA, Guidance Associates.

c. Develop and organize pupil management systems

d. Use field trips as rewards and group therapy

e. Draw up academic and behavioral contracts.

Objective 4.3 Help student to become aware of his or her potential and interests and to develop those to the fullest.

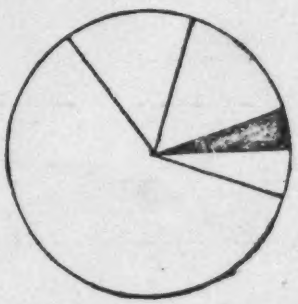
Activities: a. Same as 4.1 a, b, e, h, i

b. Same as 4.2 c

c. Use field trips to stimulate academic, vocational, an hobby interests.

d. Help the child to set up projects related to academic, vocational or hobby interests.

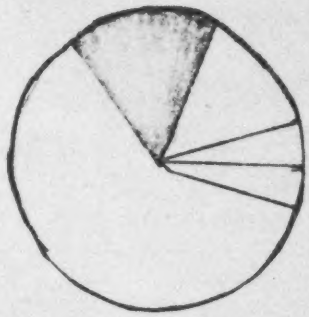
Parent Contact Responsibilities:
Time allotment: 5%



Objective 6.2: Share information regarding the growth and development of pupils.

Activities: Communicate verbally with parents.

Professional Contact Responsibilities:
Time allotment: 15%



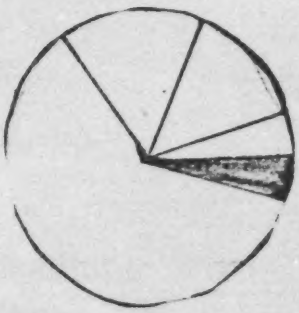
Objective 6.2: Share information regarding the growth and development of pupils.

Activities: Communicate verbally with teachers, principals, coordinators, diagnosticians, counselors, physicians, psychologists, probation officers, welfare and social workers, mental health workers, and other professionals.

Objective 6.3: Consult with co-workers in identifying and working with students with special needs and problems.

Activities: Participate in screening and ARD committee meetings; observe children in classroom; distribute and explain rating scales such as Devereux Behavior Rating Scales to teachers; work with teacher to set up pupil management system.

Paper Work Responsibilities
Time allotment: 5%



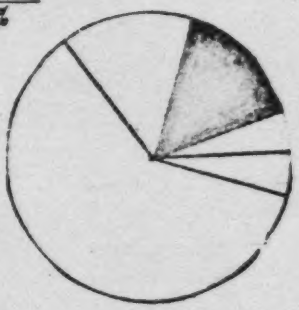
Objective 6.2: Share information regarding the growth and development of students.

Activities: Communicate in writing with teachers, principals, coordinators, diagnosticians, counselors, physicians, psychologists, probation officers, welfare and social workers, mental health workers and other concerned professionals on pupils. Write end-of-year reports.

Objective 6.3: Consult with co-workers in identifying and working with students with special needs and problems.

Activities: Write up diagnostic observations; profile the Devereux and other rating scales; keep records of pupil management systems.

Other Responsibilities
Time allotment: 15%



Activities: Attend departmental meetings; participate in professional workshops and other staff development activities; consult regularly with coordinator. Travel from one school to another, to student's homes, and to other places as work requires. Eat lunch; take short coffee breaks. Perform other duties as assigned or requested by the principal or the coordinator within the role of the teacher of the emotionally disturbed.

The Elementary Guidance Team

1. Title	1. The Elementary Guidance Team
2. Group picture of principal, supervisor, coordinator, counselor, diagnostician, ED teacher, resource teacher, classroom teacher, parent, child	2. Meet the cast of this production . . .
3. Closeup of child in group	3. . . . a child who needs help and the people who get together to help her.
4. Closeup of parent in group	4. . . . her mother, . . .
5. Closeup of classroom teacher in group	5. . . . her teacher, . . .
6. Closeup of principal in group	6. . . . her principal, . . .
7. Closeup of resource teacher in group	7. . . . the resource teacher . . .
8. Closeup of counselor in group	8. . . . the counselor, . . .
9. Closeup of diagnostician in group	9. . . . the educational diagnostician, . . .
10. Closeup of ED teacher in group	10. . . . and the teacher of emotionally disturbed children.
11. Closeup (3 together) of director, supervisor, and coordinator in group	11. Behind the scenes, the director of special education, the Plan A supervisor, and the coordinator of elementary guidance and appraisal work to smooth the way.
12. Classroom teacher introducing counselor to child	12. The elementary counselor is often the first member of the guidance team to get involved. This is because, of all the members of the team, the counselor has the greatest freedom.

13. Counselor in front of classroom	13. On request of the principal, parent, child, or teacher, the counselor is free to talk to any child or group of children.
14. Diagnostician holding signed copy of permission for testing	14. In contrast, the educational diagnostician must wait for parental permission for testing, . . .
15. ED teacher holding signed copy of ARD placement form	15. . . . and the teacher of emotionally disturbed children must wait for official placement by the Admission, Review, and Dismissal, or ard committee.
16. List of work contexts: Pupil Contact Parent Contact Professional Contact Paper Work	16. In other ways, however, the three specialists have a great deal in common. They all work in the same four contexts . . .
17. Split frame: counselor in front of class, diagnostician giving individual test, ED teacher with one child	17. . . . pupil contact, . . .
18. Split frame: counselor talking to parent at front door of home, diagnostician in office showing graph of parent, ED teacher showing chart to parent	18. . . . parent contact, . . .
19. Group picture of: principal, classroom teacher, resource teacher, ED teacher, diagnostician, and counselor in conference	19. . . . professional contact, . . .
20. Split frame: counselor making notes from pupil's cumulative folder, diagnostician writing report, ED teacher recording info on behavioral chart	20. . . . and paperwork.

21. Three circle graphs with pupil contact segments colored and labeled	21. They spend different proportions of their time in the four contexts. For pupil contact the percentages are counselors 40%, diagnosticians 30%, ED teachers 60%.
22. Three circle graphs with parent contact segments colored and labeled	22. For parent contact the percentages are counselors 15%, diagnosticians 5%, ED teachers 5%.
23. Three circle graphs with professional contact segments colored and labeled	23. Professional contact: counselors 15%, diagnosticians 17%, ED teachers 15%.
24. Three circle graphs with paperwork contact segments colored and labeled.	24. And for paperwork, that bugaboo of counselors, the percentages are counselors 15%, diagnosticians 33%, ED teachers 5%.
25. Document:	25. Everything these specialists do can be identified in the Texas Personnel and Guidance Association's Legislative Committee's 1975 description of the counselor's job.
26. Pattern of blue and white squares	26. Their activities cover 48% of the work listed in that job description.
27. Pattern of blue, pink, and white squares	27. When the elementary guidance coordinator and the Plan A supervisor are added to the picture, 90% of the items in the TPGA job description are covered.
28. Pattern of blue, pink, and green squares	28. And when the secondary counselors are counted in, the coverage is complete.
29. Split frame: part of each of the next three pictures	29. Even when the three specialists are working on the same item in the job description, they may be carrying out different activities. For example, all of them do Item 4.3, "Help the student to become aware of his or her potential and interests and to develop these to the fullest.

30. Counselor and pupil looking at cumulative folder	30. The counselor may do this by reviewing the cumulative folder with the student for areas of strength and weakness.
31. Counselor and group of students in self-awareness activity	31. She may also have group or individual counseling sessions in which she helps students analyze their interests and discover activities that will further develop these interests.
32. Diagnostician showing graph of test results to pupil	32. The diagnostician may explain individual test results to the pupil, pointing out tasks she did well. She may also ask her about her vocational ambitions and preferred activities in and out of school and write these in her report.
33. ED teacher and pupil setting up art or construction project	33. The ED teacher may use many techniques to develop self-awareness, including helping the child to set up projects related to academic, vocational, or hobby interests.
34. Pattern of black and white squares	34. With this much overlap in function, close working relationships are necessary to provide the most complete service with the minimum of duplication and confusion.
35. Sociogram of interrelationships among specialists, with scripture reference as title	35. Add to this the fact that each specialist works on several campuses, and the need for close coordination becomes imperative. The scripture reference on this diagram says, "For as we have many members in one body, and all members have not the same office, so we, being many, are one body . . . and every one members one of another."

36. Large group meeting around table	36. Every Friday afternoon the entire elementary guidance staff meets to coordinate all activities.
37. Same group with a visitor, all wearing nametags	37. Often other specialists from various community agencies are invited to attend these meetings to assure coordination of efforts beyond the school itself.
38. Specialist and coordinator	38. Each specialist has regularly scheduled individual conferences with the coordinator, as well as informal unscheduled conferences at any time.
39. Same as #2	39. The payoff for all of this coordination comes in the quality of service given to a child in trouble.
40. Mass of children and adults	40. Multiply this by the more than 7000 elementary pupils in the district, their parents and their teachers, add quantity to quality, and estimate the payoff from this guidance team.
41. Credits	

The Counselors

Pictures	Narration
0. Four counselors	0. The McAllen Plan A counselors work in four major areas. Approximately 40% of their time is spent in pupil contact.
1. Counselor observing in the classroom	1. By observing the child as he interacts during school hours the counselor assists in identifying students with special abilities and needs.
2. Counselor in classroom with DUSO	2. Because of the high counselor-pupil ratio, it is often desirable for the counselor to work in a classroom setting.
3. Counselor and Girl Scouts at Bowie	3. This method is especially useful for developmental guidance, which, it is hoped, may prevent the need for later remediation.
4. Small Group and Counselor	4. In a small group setting the counselor can help the student gain personal satisfaction from his experiences and become aware of his potentials and interest.
5. Mann with girl	5. Individual conferences also help the student develop self-awareness and a positive self-image.
6. Mann and boy	6. Another goal is to develop personal decision-making skills and to help in values clarification.
7. Mann on field trip	7. Field trips serve many purposes. They build rapport and provide an interactional environment that is different from the classroom. In addition, they may be used as a means of reinforcement in managing behavior.
8. Alma and parent in home	8. To gain an understanding of the child, it is essential to know the parent. Counselors maintain close working relationahips with the home...

9. Mann and parent in home	9. ...while collecting information needed by other Plan A personnel.
10. Mann outside home	10. Parents provide not only information but also valuable support for the school's efforts.
11. Mann and Early Childhood pupil	11. Counselors contact parents to inform them of services that may meet their children's special needs.
12. Elia and child in house	12. For example, when a preschool child needs a speech and hearing evaluation, the counselor tells the parent of community services available.
13. Walking out of the house	13. If necessary, the counselor provides transportation for the family.
14. Entering clinic	14. This is the entrance to the Easter Seal Treatment Center. By accompanying the family to the unfamiliar setting, the counselor can help the parent communicate with doctors and can interpret information to the parent.
15. Child and hearing therapist	15. The child then receives the necessary help from the speech and hearing therapist.
16. Alma and child	16. In special cases the counselor may take the child to the doctor's office for a medical evaluation.
17. Betty and parents	17. Another phase of parent contact is sharing information regarding the growth and development of their child.
18. Betty with parents and child	18. The students desire for confidentiality is always respected.
19. RR, Parent and Counselor	19. Parents are encouraged to come to the school to be informed of their child's educational activities.

20. Alma and Principal	20. Communication and active involvement among the school personnel is the name of the game. The counselor has frequent contact with the principal...
21. Mann and in-service	21. The classroom teacher through in-service...
22. Committee	22. Committee meetings...
23. Mann at cabinet	23. Other Plan A personnel to exchange information...
24. Elia and Nurse	24. and the nurse to discuss the child's health...
25. Phone	25. This communication takes place by phone...
26. Desk	26. in writing...
27. Car	27. or by going to the parent for direct personal contact.
28. Friday group	28. Essential to this smoothly operating guidance program are weekly in-service meetings of all itinerant support personnel. These meetings serve to update professional knowledge, correlate district-wide activities and maintain effective relationships with community agencies.
29. Smiling counselors	29. Even when working hard, there is always time to laugh!!

The Diagnostician

Pictures	Narration
1. Diagnostician listens to resource teacher and counselor describing child's problem	1. In many cases, the diagnostician's first contact with the child is through the resource teacher and the counselor. The resource teacher has usually been a member of the screening committee and has heard the classroom teacher's description of the problem. She has usually also done some testing.
2. Array of forms, including School Needs Assessment, Background Info, Screening Committee, Permission for Testing and Nurse's Report	2. The diagnostician examines all the information that has been collected by the classroom teacher, the school nurse, the resource teacher, and the counselor.
3. Diagnostician sitting in back of classroom observing a child struggling	3. The diagnostician observes the child in the classroom . . .
4. Diagnostician standing at edge of playground watching a child who is not participating	4. . . . and on the playground.
5. Array of open test kits and booklets	5. Then the diagnostician selects the tests that will give the kinds of information needed about the child in question.
6. Close-up of ARD Placement form	6. Tests supply information needed by the Admissions Committee in deciding on the pupil's eligibility for Special Education . . .
7. Close-up of Educational Plan Sheet (or typed listing of items on Plan Sheet)	7. . . . and in making the Educational Plan.
8. Diagnostician testing a child	8. Then comes the part that most diagnosticians enjoy most--- administering tests to the pupils.
9. Diagnostician puzzling over a mess of test record forms.	9. Afterwards comes the scoring and interpretation of the test . . .

10. Diagnostician's hands drawing graph	10. . . . graphing the scores, . . .
11. Diagnostician filling in blanks on test report form	11. . . . and writing up the report.
12. Diagnostician talking to ARD committee	12. Test results are interpreted to the Admissions Committee . . .
13. Diagnostician talking to parent	13. . . . and to the parent. The parent is also told about the Educational Plan before he signs permission for placement. He is also told his rights concerning the child's records and placement.
14. Diagnostician talking to resource teacher	14. After the child has begun to receive help from Special Education teachers, the diagnostician remains available as a consultant.

1. Title	1. Title
2. Large group of children	2. Which children are emotionally disturbed? . . .
3. Split frame: ARD committee; Counselor talking to parent; Diagnostician giving test; stack of reports, graphs, test booklets.	3. That's not an easy question to answer, even for the experts. It requires a careful examination by a psychiatrist or a psychologist, following a comprehensive accumulation of data from parents, teachers, physicians, and test results.
4. List: Educational Plan 1. Instructional arrangement 2. Behavioral goals 3. Methods 4. Classroom management	4. Once the child has been identified, the job of working out a program for him can begin. The psychologist or psychiatrist who makes the diagnosis also makes suggestions for treatment, but the responsibility for comprehensive programming belongs to the Admission, Review, and Dismissal Committee.
5. List: Instructional Arrangements 1. Regular class 2. Regular class and resource room 3. Integrated self-contained Special Education class 4. Self-contained Special Education class 5. Homebound	5. One of the first decisions the ARD committee makes concerns the instructional arrangement that will best meet the child's needs. In the McAllen school district there are several choices depending on the severity of the problem, the nature of it, and the presence or absence of other handicaps. In the future we hope to have still more options, such as a community day activity center. In every case, the committee's goal is to place the child in the least restrictive arrangement that meets his needs. The ED teacher, being itinerant, can serve eligible children in any of these settings.

6. Split frame: Three ED teachers sitting around a table; ED teacher talking to parent; ED teacher talking to child; words: Behavioral Goals	6. Behavioral goals are set by those most closely involved: the teachers, the parent, and the child. Because emotional disturbance affects each individual differently, the behavioral goals must be carefully individualized.
7. Chart showing graph of progress	7. Behavioral goals are used not only for planning, but also for evaluation of progress.
8. Split frame: ED teacher talking to child; child working on project; children playing game; ED teacher using kit	8. Methods are as individual as the children and teachers who use them . . .
9. ED teacher talking to child	9. In many cases the one-to-one relationship between child and adult is the critical factor.
10. Two children interacting	10. Under the careful guidance of the ED teacher, a child-to-child relationship may help both.
11. Child working on project	11. Creative projects may be the catalyst for developing relationships, as well as a source of improved self-esteem.
12. ED teacher using kit	12. Highly structured guidance activities also have their place, especially when they are carefully matched to individual needs.
13. Split frame: Circle graph with 60% segment colored; 3 pictures of teachers with pupils	13. About 60% of the ED teacher's time is spent with pupils . . .
14. Split frame: Circle graph with 15% segment colored; large group around table; ARD committee; 3 ED teachers around table	14. About 15% of the time is spent in professional contacts . . .

15. Split frame: Circle graph with 5% segment colored; ED teacher with parent; ED teacher doing paperwork; outdoor picture of car	15. About 5% is spent in parent contacts; 5% in paperwork; and 15% in necessary but hard-to-classify activities such as preparation, travel, and lunch.
16. Chart of interrelationships (same as in "The Elementary Guidance Team")	16. In the McAllen school district, then, the itinerant teacher of the emotionally disturbed is a member of the guidance team, functioning much like a counselor in many ways. Some of the district's ED teachers are, in fact, certified counselors, while the others have ED certification. Each contributes to the vitality of the whole.
17. Credits	